

LITERACY IN THE IEP:

Extreme Makeover: IEP Style

Sponsored by: Louisiana Department of Education

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www.aacintervention.com

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www.aacinstitute.org

Scope

- Today's webinar is not about compliance.
- Refer to Access Guide IEP information.
(<http://sda.doe.louisiana.gov/Site%20Pages/Writing%20the%20IEP.aspx>)
- Bulletin 1530: *Louisiana IEP Handbook for Students with Exceptionalities*
<http://www.louisianaschools.net/bese/policies.html>
- Refer to district guidelines on writing the IEP.
- Measurable goals and objectives



Assumptions

- IEP team has considered the unique needs of the student in relation to the GLEs, Extended Standards, Comprehensive Curriculum, and environmental demands
- IEP has considered the annual needs of the student related to literacy.
- It is OK to include "functional skills" on the IEP

What's in YOUR "IEP Closet"?

- Is it outdated?
- Does it need more progress monitoring pizzazz?
- Would specialized accessories help?
- And where can we shop for updates?

Including Literacy In the IEP

1. The LEA has **guidelines (in alignment with state guidelines) for including literacy** in the IEP for ALL students, including students with significant disabilities, and provides direction for educators in the development of IEPs.

2. IEP goals reflect components necessary to **support reading development**, as described by the National Reading Panel (NRP): www.nationalreadingpanel.org and the Every Day Chart <http://sda.doe.louisiana.gov/Site%20Pages/LiteracyView.aspx>

5 Components necessary to support reading instruction:

Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension

Note: This QI is under revision . . . Stay tuned!

Including Literacy In the IEP

3. IEP goals reflect components necessary to **support written expression**.

4. The IEP addresses literacy supports, services, accommodations, and/or modifications needed to meet the needs of students with significant disabilities.

Note: This QI is under revision . . . Stay tuned!

What's the Scoop?

- Is it just a 'given' in your district?
- Do you see any students who don't have specific, productive literacy goals (including WRITING!??)

You Know About 'Smart Goals'

- **S = Specific**
- **M = Measurable**
- **A = Achievable / Attainable**
- **R = Relevant / Realistic**
- **T = Time Limited**

Great Form . . . But What About Function??

- Smart goals may lead to **hundreds of hours spent on goals that are not about REAL reading and REAL writing**
- Especially true if R = realistic!

Dear Makeover Mavens . . .

How do I know when it's just too outdated, and should be put in the 'circular file?'

Hopefully,

A concerned parent



Dear Concerned Parent,

Give it the A.I.M. test.

Is it Authentic?
Is it Interactive?
Is it Meaningful?

If not . . . Toss it out!!

Sincerely,
Makeover Mavens

So, let's **AIM** for Success!!



A = authentic

I = interactive

M = Meaningful

Wait a minute! I thought that A-I-M meant “accessible instructional materials?”



Why **AUTHENTIC**?

Authentic learning supports generalization because students are learning in ‘real’ activities.

What does that mean?

- Many IEP goals drive activities that are ‘reading-ish’ rather than real reading

Color ID Goal:

- How long has this been in your closet?
- What progress has been made?
- Why are you keeping it? (“*think goals like this are easy to document*”).
- Not **authentic** . . . Toss it!!!

Replacement Goal:

- **STUDENT** will increase use of describing words (such as color, shape, size) when sorting objects (for a real purpose!), re-telling a story, or requesting an item, from a baseline of 2 different describing words (big and red) to a target of 8 different describing words with reduced levels of prompting.

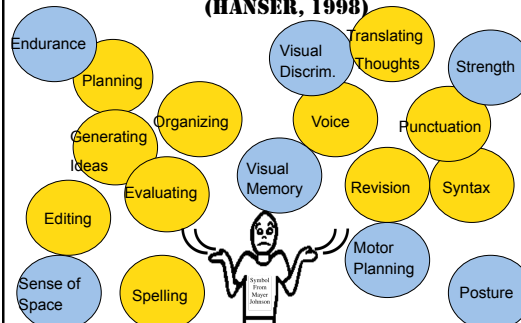
Real Reading or Reading-ish?

- **STUDENT** will trace / copy name with 80 % accuracy on 4 of 5 days.
- **Reading-ish!**
- Given daily opportunities to sign in, before the teacher model is provided, the student will independently write/select one letter from his/her name on 2 out of 5 days.
(Goal from Center for Literacy & Disability Studies – Deaf/Blind Project)
- **Real reading!**

Copying is **NOT**
writing!

What balls are you juggling
when you copy??

**THE PLIGHT OF THE STRUGGLING
WRITER: IT'S A JUGGLING ACT!**
(HANSER, 1998)



Authentic Goal from Standards

- 5th Grade. Identify and explain **story elements**, including: theme development, character development, relationship of word choice and mood, plot sequence (ELA-1-M2)

Related IEP Goal:

- After listening to the same enrichment or transitional level story 5 times for 5 different purposes, **STUDENT** will complete a story map by identifying 4/5 story elements for 2 stories each 9 weeks as evidenced by completed story maps.

Authentic Goal from Standards

- 5th Grade. Identify and explain story elements, including: theme development, character development, relationship of word choice and mood, plot **sequence** (ELA-1-M2)

Related IEP Goal:

- Given picture communication symbols, **STUDENT** will use the words first, next, last to correctly sequence 3 sentences to retell a familiar story or personally significant event for 7 of 9 weekly probe checks as evidenced by teacher observation and data log.

Dear Makeover Mavens . . .

It seems that my child is constantly 'tested.' Why is this, and how can we move from **testing** to real **teaching**?

Sincerely,
Frustrated

Dear Frustrated,

It seems that an extreme makeover is needed. Perhaps the problem comes from the 80% on 4 of 5 consecutive days. Take aim and shoot for goals that are more interactive!

Yours,
Makeover Mavens

Why **INTERACTIVE**?

Research has consistently supported **active learning** as opposed to passive learning

What does that mean?

- IEP objectives should promote activities that reduce reliance on worksheets.
- Remember: there is a 0% correlation between worksheets and literacy achievement (Leinhardt, Zigmond, & Cooley, 1981)

Alphabet ID IEP goal

- **The student will correctly identify capital and lower case letters of the alphabet, 4 out of 5 consecutive data collection days.**
- How long has this thing been in your closet?
- What progress had been made?
- Also, this refers to ROTE identification, not use of the alphabet in real reading and writing.
- How does this compare with normally developing kids (ex: if it's b, p and d the child struggles with in 2nd grade, so do many non-disabled students)?

Not **interactive** . . . Toss it!!

Suggested Replacement

- **Using assistive technology as necessary, the student will identify x letters of the alphabet in interactive activities (ex: reading, voting, choosing foods, writing in journals) and within classroom word wall words with 80% accuracy across weekly probe checks.**

Why **INTERACTIVE**?

Research has consistently supported **active learning** as opposed to passive learning

What does that mean?

- IEPs should promote teaching that is hands on, and involves evaluative feedback
 - not just 'good job vs. try again'
 - Example, the student is using the alphabet to make relevant choices. The student wants a burrito for lunch, but points to the letter M, you say 'That would be a **murrito** – you want a **burrito**!'

Interactive Goals Yield Opportunities!

- **STUDENT will engage in authentic writing at least # times per day, using tools such as _____, with samples collected in the Literacy Folder and evaluated every three months for topic ideas and length.**
- Could be light tech displays, high tech devices
- Do **not** specify a particular device/display

Interactive Goals Yield Opportunities!

- **STUDENT will learn at least 4 new signs per week, reflecting classroom content words and words in books that s/he is reading.**
- **After dictating at least 5 letters with his alternate pencil, STUDENT will use a one location communication device to read his writing to at least 3 different people on 5 of 8 weekly probe checks as measured by teacher observation and charting.**

Dear Makeover Mavens . . .

I feel like some of the goals for my students just don't give enough direction for authentic, interactive, meaningful instruction. Any ideas?

Cordially,
Susie SLP

Dear Susie SLP,

I think you'll find that accessorizing that goal can be a big help!! This offers the S (specific) in Smart goals! But pick your accessories carefully, so they really match your underlying goals!

Best wishes,
Makeover Mavens

Accessorize Your Goals!



- Be specific about context, strategies, etc.
- Remember to include assistive technology, though typically not by name



Accessorize Your Goals!

Before Accessorizing: Student will explore books X or more times on X of five days.

After Accessorizing: During independent book interactions, using an adapted keyboard with a button to go forward and a 2nd button to go back, student will successfully explore an entire book X or more times, on 2 out of 5 days.

(Goal from Center for Literacy & Disability Studies – Deaf/Blind Project)

Rate Those Accessories!

- Rich Hall at UNO has developed a quick and very useful tool for rating adaptations / modifications / supports.
- This tool will help you determine the success of your modifications based on 4 parameters:
 - Invisibility
 - Promotes Student Status
 - Generalization
 - Complexity

<http://sda.doe.louisiana.gov/Site%20Pages/AltWriting%20the%20IEP.asp>

ADAPTATIONS/MODIFICATIONS/SUPPORTS

	Approaching 1 pt.	Adequate 2 pt.	Target 3 pt.	Pts.
Invisibility	Adaptations and modifications are obvious and/or interfere with the activity. Supports appear to be overly intrusive	Least intrusive adaptations and modifications have been identified and aligned with the typical gen. ed. experience. Support is provided by a team member	Adaptations and supports are completely embedded in the gen. ed. activity. Supports are provided by peers and/or the general educator	
Promotes Student Status	Adaptations and modifications are not age-appropriate and/or emphasize disability rather than student	Adaptations and modifications are age-appropriate and promote dignity and status. Team has determined this is a preferred priority activity	Adaptations and modifications are used by some or all general education students. Student selected this activity from several options	
Generalization	Adaptations and modifications are exclusive to this environment and/or activity	Adaptations and modifications could be used in 2 of the following: different environments including home and community, in various activities and with multiple partners	Adaptations and modifications could be used in more than 2 of the following: different environments including home and community, in various activities and with multiple partners	
Complexity	Adaptations and modifications are difficult to transport and can only be implemented by the special educator	Adaptations and modifications are easily transported and can be implemented by the special education teacher and 1 other team member	Adaptations and modifications are easily transported and can be implemented by multiple team members including a general educator and/or family member	
			TOTAL	

Developed by Rich Hall, University of New Orleans

Dear Makeover Mavens . . .

Sometimes it seems that my child is learning things that don't really matter. Help!

Sincerely,
Disgusted Dad

Dear Disgusted Dad,

This is where the **M** comes in. That's **M** for **Meaningful**! For each goal on the IEP, ask yourself, will achieving this goal matter in 3 months? 3 years? If not, toss it!

Best wishes,
Makeover Mavens

Difference Between Meaningful and Functional!!!

- How functional is it for a student with significant physical impairments to clean the tables in the cafeteria . . . Or watch while others do it . . . Every single day??
- Not **meaningful** . . . Toss it!!!
- What is more functional than literacy???

Why **MEANINGFUL**?

Students with disabilities simply do not have time to learn skills that will not make a real difference in their lives.

What does that mean?

- What is more 'functional' than literacy?
- Increase expectations for ALL students!
- Look at the standards to guide real learning

Non-Meaningful Goal

- Write a composition that is organized with: central idea, organizing patterns, elaboration LA ES-18/17:

Related IEP goal:

- **STUDENT will work with partner to choose sentences to create compositions for science, social studies, and English, with 80% accuracy.**
- **Not meaningful because the student is not generating the ideas, but just selecting from ideas generated by others.**

Meaningful Goal

- Write a composition that is organized with: central idea, organizing patterns, elaboration LA ES-18/17:

Related IEP goal:

'Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by changes in letter combinations and spaces, 2 out of 5 days.)

(Goal from Center for Literacy & Disability Studies – Deaf/Blind Project)

Again, this is meaningful because the student is generating the ideas, NOT the partner

Which One Is More Meaningful?

- When engaged in a shared reading activity with an adult, STUDENT will accurately identify and read 97 percent of the high-frequency words selected by the adult.
- Using eye gaze, STUDENT will identify 5 high-frequency sight words with 80% accuracy on 4 of 5 consecutive days.

Which One Is More Meaningful?

- When engaged in a shared reading activity with an adult, STUDENT will accurately identify and read 97 percent of the high-frequency words selected by the adult.
 - This goal, from Erickson & Koppenhaver, 2007, p. 84, is more meaningful, because the student is identifying words in **real reading**.
- Using eye gaze, STUDENT will identify 5 high-frequency sight words with 80% accuracy on 4 of 5 consecutive days.
 - This goal is less meaningful because it could be accomplished through drill-and-kill, with no generalization to real reading.

Meaningful Goal

- Given regular opportunities to write sentences using word by word generation on the communication device and visual supports as needed, the student will increase the variety of sight words used from baseline of _____ to _____ (fill in these details for your student).
 - Meaningful because student is **USING** sight words in writing, not just in flash card drill-and-kill activities.

Dear Makeover Mavens . . .

I'm so busy, and have no time to shop! Can you tell me the best places to look for goals that pass the A.I.M. test??

Sincerely,
Tired Teacher

Dear Tired Teacher,

There are many great goals on the internet and in books. But beware! Some are made of shoddy materials, and will not meet your needs! Please stay tuned to our column. We'll share current goals for the best-dressed, least-stressed kids. We'll also post links to great goals. Here are some great goals to start with!

Your always,
Makeover Mavens

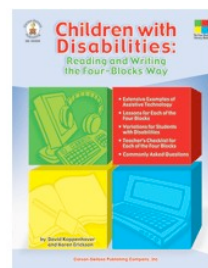
Children with Disabilities: Reading and Writing the Four-Blocks® Way

By Karen Erickson and
David Koppenhaver

A.I.M. Goals for:

- Guided Reading
- Self-Selected Reading
- Writing
- Working with Words

Note: These goals are for **conventional** reading and writing



www.donjohnston.com

WHY: Rationale for Sample Goals (will help you customize goals!)

IEP Goals for the Guided Reading Block

'Goals for the individualized education plan (IEP) in Guided Reading should reflect the skills and understandings that children are expected to learn as they engage in reading a wide variety of texts for multiple purposes. The overall purposes of the Guided Reading Block (page 64) include helping students develop the skills and understandings necessary to be strategic in reading a wide variety of texts and increasing student ability to self-select and apply purposes for comprehending. Here are some example goals for Guided Reading arranged from the lowest to the highest skill levels.'

From: **Children with Disabilities: Reading and Writing the Four-Blocks® Way** (p. 84) www.donjohnston.com

Sample Goals from 4-Blocks Book

Guided Reading: 'Given a narrative passage at the <insert level one or more levels higher than current> level, the student will relate three or more newly acquired pieces of information to past understandings.' (p. 84)

Writing: 'Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will link together <insert target number> or more related ideas.' (p. 109)

Working with Words: 'Given daily opportunities to participate in Word Wall instruction, the student will independently use the Word Wall as a support in reading and writing at least three times each day.' (p. 131)

From: **Children with Disabilities: Reading and Writing the Four-Blocks® Way** www.donjohnston.com

Sample Emergent Lit Goals: Deaf-Blind Project

Communication During Shared Reading: During shared or guided reading activities, the student will use a X location voice output device to generate X or more <requests/questions/comments> on 4 out of 5 days

Self-Selected Reading: Given daily opportunities to select from a regularly changing assortment of (print based or tactual) books, the student will successfully communicate a choice on 4 out of 5 days.

Sound Awareness (Phonological awareness): During shared readings using poems, nursery rhymes, and repeated line books, the student will use a single message voice output device to say rhyme/repeated line at X or more appropriate times, with <insert level of support>, 3 out of 5 days.

<http://www.med.unc.edu/ahs/clds>

Sample Emergent Lit Goals: Deaf-Blind Project

Self-Selected Writing

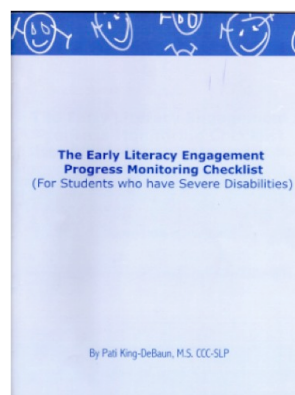
Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, student will choose a topic from his home/school log, photo journal, or other source, with <insert level of support>, 4 out of 5 days.

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will demonstrate increased complexity in writing as indicated by changes in letter combinations and spaces, 2 out of 5 days.

<http://www.med.unc.edu/ahs/clds>

**Sometimes, it's okay to
teach to the test . . .**

**If the things you are testing
really matter!**



**Early
Literacy
Checklist
King-DeBaun,
2006**

**32-page
Manual**

Early Literacy Engagement Progress Monitoring Checklist King-DeBaun, 2006

- Observation by teacher, parent, therapist
- Permits 5 observations across 1 - 3 years
- Some checklists are designed for students with the most significant cognitive delays
- Very straightforward observation codes

www.creativecommunicating.com
(look for Progress Monitoring)

Early Literacy Checklist Sample Items & Rubric

Skills & Indicators	Adaptations/Considerations
1. Attends to book reading <input type="checkbox"/> Shows interest <input type="checkbox"/> Giggling <input type="checkbox"/> Shows differentiated facial expression at appropriate times <input type="checkbox"/> Expresses desire to turn a page through gross movements or verbalizations Book: _____	<input type="checkbox"/> Presentation style <input type="checkbox"/> Change Book <input type="checkbox"/> Change seating <input type="checkbox"/> Chair <input type="checkbox"/> Adaptive seating <input type="checkbox"/> Move seat <input type="checkbox"/> Customize story <input type="checkbox"/> Uses props <input type="checkbox"/> Objects <input type="checkbox"/> Symbols <input type="checkbox"/> Words <input type="checkbox"/> Change groupings <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Other

Rubric Key: 1- No attempt made, passive-non-compliant 2- Completed task with full physical prompt 3- Completed the task with partial prompting and/or assistance 4- Completed the task independently

Early Literacy Checklist Manual Sample Item + Goal + Ideas

Indicator 4) Book Engagement Oral Cloze

In this strategy, the teacher or instructor pauses to permit student(s) to fill in predictable words (e.g., clothing items in the story *Dirty Duds*, animal names in *Brown Bear, Brown Bear*). A key strategy to support oral cloze is rising intonation followed by an expectant pause. For example, the interventionist says, "Dirty . . ." with rising intonation, a pause, and a look of expectation. This strategy gives the students a cue that a response is expected from them, and lets them hear the place where the response fits in.

Sample long term goal

Student X will independently fill in predictable words from a story from a book at least 80% of the time during a teacher-directed story book reading.

Or

Student X will match story items in the story reading activities (three different books three different activities) using symbols, matching an item from an array of four items.

Considerations and Adaptations

Please refer to the student participation adaptations and teacher props in Indicator 3.

Early Literacy Checklist Manual Sample Item + Goal + Ideas

Indicator 5) Book Engagement Echo Reading/Partial

In this strategy, the teacher or instructor encourages the students to read a line or page after the interventionist or story leader reads it. This may include repeated lines or other story text. For students with severe disabilities, models may be needed.

Sample long term goal

After the teacher reads the text on a story page, student X will repeat the story text for at least 50% of the text in the book during a teacher-directed story book reading.

Or
Student will locate 50% of the story items from an array of 3 items (symbols, objects, words) during story-reading activities in three different book readings.

Considerations and Adaptations

Please refer to the student participation adaptations and teacher props in Indicator 3.

Literacy Rubric (Staugler, 07)

	Early Emerging Literacy (1 point)	Transitional Emerging Literacy (2 points)	Transitional Emerging Literacy (3 points)	Early Conventional (4 points)
Phonemic Awareness	Interest/Awareness	Participation	Recognition	Purposeful Engagement
	Shows some interest or enjoyment in rhyme play activities	Participates during rhyme play by repeating words of similar sound patterns	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; associates consonant letters and sounds
Concepts of Print	Shows beginning interest or attention to book reading	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left-right, top-bottom flow of text while following a left-right, page to page flow progression of stories
Word Recognition	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text words with graphic support	Identifies some text words without graphic support
Fluency	Shows beginning awareness of repetitive lines in story reading	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Identifies an increasing # of high frequency sight words
Comprehension	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within a story page read	Attempts to read/rend text within a repeated story	Reads text for a purpose; Reads familiar stories with varied text patterns

Total Score	Early Emerging Literacy: 0 - 5	Early Transitional Emerging Literacy: 6 - 10	Transitional Emerging Literacy: 11 - 15	Late Transitional Emerging Literacy: 16 - 20	Early Conventional Literacy: 21 - 25
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Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

Student Name _____ Date _____ Assessed by _____

Kathy Staigler © 2007

Sample Literacy Rubric Items

Examples: Concepts About Print

Early Transition (2 point)	Transition (3 points)	Late Transition (4 points)	Conventional (5 points)
Attends to story reading and graphics with minimal prompts	Demonstrates direction and orientation of books and text during story reading	Shows and understanding that text holds meaning within stories	Follows the left-right, top-bottom flow of text and page to page progression of stories

Sample Literacy Rubric Items

Examples: Phonemic Awareness

Can create new words within word families; associates consonant letters and sounds	Applies knowledge of common word families to decode new words
------------------------------------------------------------------------------------	---------------------------------------------------------------

Summary: Making Over Your IEP Wardrobe

- Be sure to AIM for success
 - **Authentic** goals
 - **Interactive** goals
 - **Meaningful** goals
- Think about adding accessories
 - be specific in contexts and supports
- Shop for high-quality goals

Mission Possible!

- Extreme makeover of **your** goals
1. Bring your goals and put them in a hat (no teacher or student names)
 2. Divide into small groups
 3. Each group selects several goals
 4. Give them the "A.I.M." test and accessorize as needed!
 5. Reassemble and discuss
 6. Assign a member to copy and share final improved goals

